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ABSTRACT

The bulk of this issue consists of five articles providing insight into various phases of adult continuing education. "The Meliorist Position as a Philosophic Base for Adult Education" (Gordon Clay Godbey) examines these questions about meliorism: should we accept as natural improvement of the human condition, the constant wars, the hunger, the great extremes of wealth, the torture? and should there not be a greater idealism beyond the practice of adult education? Phyllis A. Dobson and Eileen E. Clancy point out in "Help for the Unemployed--Continuing Education" an extension from working with the disadvantaged, long the province of adult educators, to working with the displaced worker. "Adult Basic Education in Leningrad" (Susan Sparks Schuehler) considers how a Communist nation evaluates its mission in providing learning opportunities for adults. "Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania" (Judith L. Cope) examines the rationale for certification. In "CLEP--An Indicator of Academic Achievement" Renee Smith Clark describes one community college's experience with CLEP (College-Level Examination Program). The Potpourri section contains brief items on defining literacy (Linda Brodkey), the rationale of adult education (Gordon Clay Godbey), "computerphobia" of adult educators (David L. Kantner), the adult external degree program (Jacquie Douglass and Mary C. Crawford), and a perspective for the Pennsylvania Association for Adult Continuing Education through 1983-84 (Barbara E. Henniford). (YLB)

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PAACE-SETTER

The Journal of the Pennsylvania Association for Adult Continuing Education

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Volume 1 Number 1 **September, 1984**

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The Journal of the
Pennsylvania Association for Adult Continuing Education

Volume 1, Number 1 September, 1984

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The 20th annual Mid-Winter Conference on Adult Education will be held in Hershey, Pennsylvania, February 6-8, 1985.

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PAACE-SETTER

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Volume 1 Number 1 September, 1984

Editor's Note
Dreams---Plans---Reality!

The years of hoping, dreaming, planning! The months of budgeting, formulating, appointing! The critical and demanding processes of inviting, reviewing, selecting, and editing! And finally, the reality, more modest, perhaps, than the dreams and plans, but certainly sufficient to tell all who care to read that adult continuing education in Pennsylvania is a viable, growing enterprise, and that the professional organization which represents it has found a new means for those concerned to exchange viewpoints and to share academic findings.

While any time is a difficult and precipitous one to launch a new enterprise, the PAACE Board at this period has been particularly venturesome. Costs of publication are almost prohibitive. Members are already subject to the inundation of reading materials that is the hallmark of the information society. And, as if these were not enough, the Board saw fit to appoint an editor who was committed to spending the initial year of the publication as a visiting professor in Korea.

But if there were problems, there were also solutions -- people willing, and capable, and ready to share in the responsibilities. The Publications Committee and its chairperson, Barbara Hanniford, never lost close working relationships with the venture. Editorial Board member Michael Spring assumed a variety of editorial responsibilities in the editor's absence. Members submitted manuscripts for consideration, making choices difficult, but providing for a welcome range of subject matter. And reviewers quickly and thoroughly submitted their judgments and offered their suggestions. To everyone involved and, most particularly, to those who offered their work, go both personal and professional thanks. If only we could have used everything that was submitted; obviously, we could not.

Even the establishment of a name for the journal did not come easy. In response to an invitation for suggestions, a number of titles were suggested. Of these, several referred in one way or another to the term, **PAACE-SETTER**. The editor, perhaps in deference to his academic traditionalism, leaned towards the rather straightforward and generally unimaginative JOURNAL OF THE PENNSYLVANIA ASSOCIATION FOR ADULT CONTINUING EDUCATION. Eventual discussions brought forth the more than acceptable compromise which you now find on the cover of this issue. We had intended to name as honorary editor the person who submitted the new title: since so many were eventually involved in the process, we find it necessary to limit the acknowledgement to a thank you to all who took part.

While the major guiding point for the selection of papers was and must continue to be the quality and integrity of the work itself, a second principle also prevailed: that the breadth of interests of PAACE must, to the extent possible, be reflected. Adult continuing education is indeed a broad field, ranging from the strictly academic to practical instruction for those needing basic education in reading, writing, and speaking skills; from learning for recreation and leisure to learning for survival; and from assisting those whose needs in business and industry relate to updated skills, to those who must maintain currency in a professional field. Continuing education for adults is carried out in formal classrooms and through a wide variety of alternative means for communicating and transmitting skills and understanding. The field lends itself to the rigors of scholarship, but encompasses a vast array of the social, the political, and the humanistic. Perhaps its only limit is its focus upon the adult learner, regardless of his or her learning objectives.

Irrespective of the space available, no journal could reflect the full range of adult continuing education. But each of the articles which make up this first issue provides some insight into one phase of the field, and offers some indication of the raison d'etre of PAACE. Subsequent issues of the journal will offer further information about the range and extent of work with the adult learner.

The editor and his staff, the Publications Committee, and the

Board will welcome your comments and observations. Some of your letters may well find their way into the next issue. By that time, perhaps, the editor will have established a version in Hangul, the written Korean language, along with a branch of PAACE in Chuncheon. But far more realistically, he does assure everyone who makes known his or her views that they will be read, reviewed, and given every professional consideration.

Robert Nossen
Pittsburgh, PA (by way
of Kangweon National
University)

The Meliorist Position As A Philosophic Base for Adult Education

by
Gordon Clay Godbey

Dr. Godbey, Adult Education at Penn State, is a past President of PAACE. He presents here a revision of a paper given at the Adult Education Research Conference, Raleigh, N.C., April 5, 1984. Changes in his original manuscript were based on emendatory comments by Galen Chad Godbey, Lehigh Valley Association of Independent Colleges. His major questions about meliorism are ones that carry relevance in all eras and to all peoples: should we accept as natural improvement of the human condition, the constant wars, the hunger, the great extremes of wealth, the torture which abounds? Should there not, then, be a greater idealism behind the practice of adult education?

Historical Perspective

Since there is no necessity that a review of history begin with Genesis, it may be more useful to start in this instance with a report issued by the Adult Education Committee of the British Ministry of Reconstruction at the close of World War I. It may be a mark of the times that adult education was the concern of a Ministry of Reconstruction, but it certainly did no violence to the prevailing concept of Britain's adult educators who for at least a half century prior, had been attempting to shore up adult lives which had been broken and warped by the Age of Industrialism.

The 1919 Report went beyond reconstruction in its thinking on

the matter, however, and looked into the future, well beyond a still unimagined second world war, the loss of empire, the rise of the great Soviet system, and worldwide nationalism. In one magnificent sentence, the letter of transmission of the Report spoke directly to our profession and practice 63 years later:

> The necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong. (R.D. Waller (ed.), A Design for Democracy (New York: Association Press, 1956), p. 55.)

For our minds, surfeited with such terms as "landmark" and "breakthrough," it is difficult to realize fully the magnitude of this pronouncement. It came at the national level of a victorious empire emerging from a horrible war, stunned by the loss of virtually a generation of its finest young men. It looked at an ideal landscape where no human eye had gazed. It implied visions usually reserved to idealists and poets--not bureaucrats.

To minds thinking on democracy as a system of governance of, by, and for the governed, a system of shared power, benefits, and responsibilities, it echoed the spirit of enlightenment spoken by Thomas Jefferson when he said that it was impossible to have democracy and ignorance together in one nation, and foolish to expect it.

Regardless, however, of the change in focus from remediation to development which The Report of 1919 signaled, there remains a connecting thread from the past in adult education, described by Pole (Pole's History of Adult Schools: A Facsimile of the 1816 Edition. Coolie Verner, Adult Education Association of the U.S.A. 1967. Washington, D.C.) and Kelley. (Thomas Kelly, A History of Adult Education in Great Britain. Liverpool University Press, 1962.) It is this spirit, which betokens an underlying philosophy, that we shall examine briefly.

Philosophical Lineage

At the time of The 1919 Report, another vision of a better future for humankind was attracting attention, destined as it was to form the base (albeit distorted by application as most ideals are) of another empire which emerged as that of Britain declined. Karl Marx, who regarded himself as a scientist and not a philosopher, had caught the mind of revolutionaries in Russia as Rousseau and others had caught the mind of American colonials in the mid-eighteenth century. Marx believed that societies would go through stages of opposing and destroying capitalism on a dialectical pattern in which workers deposed management and, formed a temporary dictatorship for corrective purposes. He envisioned a final withering away of the state. This would yield a harmonious form of society not unlike primitive communism, practiced at times by early Christian groups.

Enter meliorism, a belief based on the Latin word melior, meaning "better." The meliorist doctrine is that humankind, while incapable of perfection, is capable of indefinite improvement. This improvement was expected to be gradual, regular, and not disruptive or revolutionary. This applies both to the individual person and to society, and the race. Very simple and attractive, this doctrine was adapted and extended most notably by Charles Pierce and William James in the late nineteenth and early twentieth centuries.

To understand James (1842-910) it is necessary to look at his inheritance. His father, Henry James, Sr., discussed with his sons the views of Emanual Swendenborg (1688-1772). This scientist-theologian, graduate of Uppsala University, viewed reality as an organic hierarchy starting with the mathematical point and ultimately rising to God. There existed, as Swendenborg believed, both the natural and the ideal levels, and people lived their lives simultaneously in both realms. What helps one, it is reasonable to believe, helps the other.

Back now to William James, Harvard College and Medical School graduate. Here was the rising tide of scientism beating on the shores of Puritan New England. This son of a theologian taught both anatomy and psychology before becoming a professor of philosophy,

and felt the tension between science and religion. He tried to find joint affirmation of these powers in his thinking. The "specious present" described the real duration in which we exist, connected to past and future. And in the "specious present" the options of life at times force us into choices. It is impossible to be neutral, James declared in The Will to Believe, (William James. The Will to Believe and Other Essays. (NY: Dover Publications, 1956.)) and in choosing we may believe "beyond the evidence."

Adult education, in practice, has long believed beyond the evidence. Meliorist to the core, we seek those small increments for the individual person, almost in random patterns, believing that "education forms the modern mind," and even if all will not be well because of our efforts, it certainly will be better. With James and Pierce, we hold that not to choose is itself a choice.

Charles Pierce, 1839-1914, philosopher, mathematician and physicist (isn't it remarkable how often the "exact" or "hard" sciences invite "soft" speculation!) wished ideas to be evaluated in terms of consequences. Adult educators have, in their best moments certainly followed his lead. In another way we also may owe a debt to this remarkable American. Truth, as he saw it, is a matter of degree. Truth "happens to an idea," if, that is, conditions of consequences of that idea bear good fruit. Said otherwise, ideas and their "truth" change and develop over time. Pierce proposed three tests of truth: (a) the test of theoretical consistency, (b) the test of factual support, and (c) the test of giving our practical energies "something to press against."

To adult education, this suggests that the idea of a world without meaning must be resisted. Although adult educators of conscience will reject atheism, social horrors of dictatorship, mind control, caste systems, and unchosen poverty, it must be recognized that these things are chosen by some who follow, in action, the Nietzschean revolution, i.e., that people must make their own meaning in the face of ecclesiastical bankruptcy.

Meliorist adult educators will choose toleration as an essential ingredient of betterment (attainable in small stages) for both individual

people and their society. This term (toleration) began its useful life in the English vocabulary in the sixteenth century--a time when the commodity was in short supply between warring Roman Catholics and Protestants. In advocacy of toleration we are in the good company of Jeremy Taylor, Spinoza (his interest was surprisingly pragmatic), John Locke, Voltaire ("I disapprove of what you say but will defend to the death your right to say it,") and Rousseau.

Both melioration and toleration are essential ingredients of what future adult educators have sought, so eloquently described by Robert J. Blakely in a speech in Canada in 1953:

> "We reject the notion that there is no meaning in life and in history. We reject the notion that meaning is given to life and to history by some determinism, whether religious or philosophical or scientific or other - We all believe that the proper questions are - 'Where do we want to go, and how do we get there?' - 'What shall we do and how shall we do it?' We look for meaning and salvation--not from any master race, or any master nation, or any elite, or any great man--but from ourselves." (Robert J. Blakely. Adult Education in a Free Society. (Toronto: Guardian Bird Press, 1958).

It is in the community, in the mutuality of restricted locale, that the meliorism of adult education flourishes, in its best expression. People live together, in affective and geographic proximity, with purpose. They exhibit a commonality of intentions, of desires, and common usefulness. In this, adult education has the seedbed to start many things growing, and an examination of activities and programs of adult education, from its many sponsors and providers, should clearly reveal this nobility of purpose, this magnanimity of spirit to serve and uplift. Alas! What does it appear that we are about?

To give a positive meaning to life, with sanity and joy, through ourselves (each other) we shall indeed require patience and tolerance of many human idiosyncracies. More than just patience, we shall require learning, all we can arrange for as many as we can persuade. But even that may be insufficient. Melioration may be too slow to cope with ur-

gent dangers imbedded in political and economic systems resistant to change. Further speculation on this topic requires another presentation *and* guarantees considerable disputation!

The content of what adult education offers must be of concern, as well as how much we offer, and to whom. We could end up parallel to Nazi Germany--a "well-educated" nation. How do we learn humane ways, being our brothers' keepers, reducing hostility, torture, and extremes of greed?

Current Concerns

The adult educators who once spoke of glowing futures now accept Naisbitt's (John Naisbitt. Megatrends: Ten New Directions for Transforming Our Lives. (NY: Warner Books, 1982). Prophesy that "Things are not going to get better..only different, and we must get used to uncertainty." Samplings of topics offered through continuing education by a variety of institutions showed fragments, bits and pieces, but no master design, no view of the whole. Among these topics are: "After Divorce: Re/Creation and Re/Pairing"; "Beginning Painting"; "Strategies for Success"; Wills, Trusts, and Estate Planning"; "Construction Project Management"; "Computer Usage in Nursing Practice": "Marketing Strategies"; "Principles of Accounting"; "How to Increase Productivity Through a Motivated Staff'; "Holiday Home Decorating"; "Computer Science-- BASIC."

Inspection of programs of national meetings of major adult and continuing education organizations reveals little depth of interest in, or discussion of, more fundamental concerns underlying our practice. We give careful attention to the craft and to merchandising the product; we seem dangerously uninterested in ethics, in humanizing the process, or in explicating the rationale for what we engage in.

To The Future

At this point, it can be seen that there is much melioration at the level of application, with regard for the specific. We do not see evidence of ideational melioration in the mainstream of U.S. and much of international adult education. Can we accept the largely unspoken implications of what our curricula in adult education will effect as the raison d'etre, the summum bonum? Who describes, who authenticates, who blesses the meliorist position and its implications for the people?

If we believe in natural improvement, why do we work so unnaturally to hasten it on? Why do we teach people to "manage" their stress, to "cope" with what is? Our position seems to contain major contradictions. Left to its own devices, the world will, as Coue' would have had it, get better and better. We teach acceptance, with just a tad of improvement. We do not teach re-examination of the system and its subsystems, together with their goals, their vision of the future.

It may well be that the base on which much of adult, continuing, further, and lifelong education rests needs at least uncovering and dusting off. It may, like the Statue of Liberty, need major rebuilding.

The Society for International Development (SID), at times faulted for its instrumentalist vision of what constitutes the desirable, nevertheless chose for its 1979 World Conference in Colombo a theme which should stir the hearts of meliorist adult educators. The SID delegates decided to study the interrelationship between means and ends. They were, in effect, singing our song. How does adult education first agree on the end, the goal, and having done that, find feasible policies to guide action toward it?

We cannot reach that happiest of societies, according to Ivan Illich, (Ivan Illich. "The New Frontier for Arrogance: Colonization of the Informal Sector", Gandi Marg, Vol. 1, No. 6, September 1979). By showing up the counterproductive contemporary social institutions, whose dysfunctionality produces extremes of wealth and poverty literally within shouting distance of each other. Our health system is a prime example of over-speciality, not in its great research and development,

but in its over-reliance on each invention with fad or craze proportions. The resulting demand for services at the advertised level of the latest techniques and other aspects of medicalization is simply not feasible.

Adult educators whose first focus is literacy worldwide often envision that goal with trimmings of comfortably fed, clothed, and housed people, at peace with each other, in a world without hostile conflict or natural disaster. This is "better" on many counts, and all at once. But no one asks whether there are policies, or means, to carry it off. Dr. Felix Adam of Caracas said in a conversation with this author in 1982 that one major, unplanned result of andragogia in Latin America had been a movement to the cities of newly-literate people. Their anticipated enrichment of village life never happened.

We are willing to work hard at reducing illiteracy worldwide, but should it result in widespread upsetting of the social, economic, and political scene, we shall only reply as did the operators of Three-Mile Island's atomic power plant after their major accident; we were not trained for the kind of accident that happened. (John G. Kemeny. "The Lesson of TMI". Graduate Woman, V. 75, No. 4, July-August 1981, p. 36).

The July 6, 1981, issue of The Chronicle of Higher Education, there appeared an adaptation of an address by President David S. Saxon, University of California. The address was given at the Arms Control Conference held at the Lawrence Livermore National Laboratory. Dr. Saxon began by quoting from the book In My Country and the World, written by Andrei Sakharov in 1975:

> The unchecked growth of thermonuclear arsenals and the build-up toward confrontation threaten mankind with the death of civilzation and physical annihilation. The elimination of that threat takes unquestionable priority over all other problems in international relations.

Dr. Saxon, speaking as a non-specialist citizen, said that we cannot simply let matters take their course. Neither does he believe that by "crisis management" we can always pull back from the brink of

nuclear war. Nor does he believe we can look only at symptoms--the buildup of nuclear arsenals--but we must look at underlying causes.

Underlying causes include elements of social, economic, and ideological forces which intensify competition. They also include cultural differences, linguistic understanding and misunderstanding, and other complex matters.

He argues that universities have something special to offer--systematic, thorough, and thoughtful examination of problems that demand study over a period of years. He cites successes of academic science during and since World War II. He feels, however, that the world is not utilizing similar research capacities in fields other than science.

Saxon believes that we must buy time for the world to survive another 10 to 50 years, to seek lasting solutions while we work currently to reduce the forces driving us to nuclear confrontation.

In the same issue of Th Chronicle, there is a record of a speech by George A. Keyworth II who told a meeting of the American Association for the Advancement of Science (AAAS) that his principal responsibility "...is to assure that our military might is second to none." As a Reagan appointee to advise the White House, Keyworth told AAAS, "I feel strongly tha' I not be considered a lobbyist for you...".

He asked some hard questions regarding the resumption of more friendly communications between opposing forces: what are the advantages and disadvantages of renewed cultural and intellectual exchange internationally; can national policies be bridged by modest alterations; to what extent are social, economic, and geographical factors reinforcing and impelling us toward peace or war; does polemical discussion between opposing powers affect each other toward peace when it is higher or lower? While admitting that there may well be other important questions, Saxon feels that these offer a resumption of dealing with international conflict in ways other than arms buildup. He quotes from Economist John Kenneth Galbraith, A Life in Our Times:

> If we fail in the control of the nuclear arms race, all of the other matters we debate in these days will be without meaning. There will be no question of civil rights, for there will be no one to enjoy them. There will be no problem of urban decay, for our cities will be gone...

Does adult education have any potential in this matter comparable to that of the universities as outlined by President Saxon? Adult and continuing education is not associated with research. Our primary appeal has been in application of existing knowledge, in expanding the pool of informed persons, and in advocating positions with explication of the meaning of various alternative positions. If we accept the goal of a more informed public, must we vacate our meliorist position and move to partisanship and strong intervention? Can you see AAACE, NUCEA, ACHE, ASTD, CAEO, and other organizations of adult education taking strong, demanding positions on this? Are we not meliorist to the core, looking for small steps in stride with a world-society that is bettering itself, however slowly?

To demonstrate, finally, that meliorism is not just an American invention, consider this bit of the world adult education scene.

The Irish Republic has 38 Vocational Educational Committees throughout the Republic. Therein, various schools, colleges, and "outdoor centres" offer a variety of courses. These courses are "...generally taken by people who want to improve their career prospects.. and by those who are already involved in a particular profession and want either to update their knowledge or gain a qualification which will help them when seeking promotion." Another category of student clienteleise those described as "second chance" people, "... who have tired of their jobs and want to change their lot by studying for school leaving certificate examinations..." A third category is the hobby courses including car maintenance, metal crafts, upholstery and furniture restoration, or music. A final category is that of literacy classes, described as reaching only "...the tip of the iceberg." (FAITS NOUVEAUX. Conseil De L'Europe, ISSN o252-0591, March 1983, p. 22-23). Two desires seem to activate this group: the need for jobs, and the desire to help offspring.

Curiously at odds with our history and traditions, adult education in general casts its lot in the nearly six decades since formation of the AAACE, with the rise of modern secularism, physical and social science, and with great confidence in one-dimensional logic. With Professor Harvey Cox of the Harvard Divinity School we saw in the late 50 and 60 the modern secular world as a natural development of the Christian doctrine of creation and grace. This seems a true meliorist position, made more palatable by the endorsement of the intellectual clergy.

Today it seems to many of us that it took a very large gulp for us to swallow such beliefs. How could meliorism accept as natural improvement of the human condition the constant wars, the hunger, the great extremes of wealth, the torture which abounded?

We of adult education, largely middle class and often aspiring to some degree of intellectualism, failed to notice, or marked with great lack of passionate resistance, the relegation to marginal slums of life the poor, the unlearned, the racial minorities, and under the current Washington administration, many of the working class. Evidently our meliorism was waiting for the Force to be with them, all in the natural course of events, to be sure.

For every Miles Horton, Paulo Friere, or John Ohliger in adult education, we have thousands of others who occupy themselves in rather mindless needs assessments, constructing lightweight vocational courses, and marketing the enterprise.

All of the above is <u>within the system</u>, accepting, coping with the status quo. In this regard, the Irish are little different from the rest of us. And, one may wonder, why? Is it because the opportunities for education are provided primarily by the government, and governments usually don't want close scrutiny by their constituency? Is it because most people are "naturally" inclined to be rather passive, and accept the meliorist attitude?

Are we on a safe base, or foundation, with meliorism. (FAITS NOUVEAUX. Conseil De L'Europe, ISSN 0252-0591, March 1983,

p. 22-23). It adjusts, accommodates, and copes. It does not challenge strongly. It has no ethical base nor Bill of Human Rights. It evolves, but does not accelerate by strong intervention.

In our collective behavior we accept the world, offering only the gentlest touches on its cancers. We see bad things being ameliorated by our ministrations. But we do not strike the toxins, raise the flag of defiance, or offer relief to the victims of the status quo except as the status quo permits.

Help for the Unemployed Continuing Education

by
Phyllis A. Dobson and Eileen E. Clancy

Never has the need for training and retraining been greater. Working with the disadvantaged has long been the province of the adult educator; now, as pointed out by Professors Dobson (Computer Science/Adult Basic Education) and Clancy (Assistant Coordinator for the Dislocated Worker Education Training Program), (both of Community College of Allegheny County), there is an extension to the displaced worker who had assumed his career had been firmly molded.

During the summer of 1983, Community College of Allegheny County saw a "new" type of student enter its classrooms, both in continuing education and credit programs -- the Dislocated Worker.

A major cooperative effort between CCAC and the County Commissioners of Allegheny County brought about the establishment of the Dislocated Worker Educational Training Program (DWETP) in April, 1983. One million dollars was allocated to provide any Allegheny County resident collecting unemployment benefits with educational training to enhance his/her employability and to broaden his career options. Tuition costs, required textbooks and other college-related fees for both continuing education and credit courses were covered.

Because the Dislocated Worker Program brought a new group of adult students to the campus, special continuing education courses were developed to address their specific needs. The student was typically male, married, between the ages of 26-35 years, had earned at

least a high school diploma or G.E.D. certificate, and was currently unemployed. Although the unemployment factor would provide the main impetus for returning to the classroom, unemployment also posed several problems for the Dislocated Worker.

These students were facing an unexpected major career change at this time in their lives. Many of them had chosen to work at a full-time job immediately after high school. Now jobs in the smokestack industries no longer existed. The highly specialized skills acquired through on-the-job training were not applicable to other jobs. Further education, not only in academic areas, but also in career planning and new methods for job hunting were needed, and were offered through the Dislocated Worker Program.

The continuing education course, "Career and Personal Development," was designed to provide the unemployed student with direction and guidance in selecting new career options. Dislocated Workers, unsure of future education or career goals, participated in a series of self-assessment exercises to evaluate their interests, skills and values as related to the world-of-work. Participants reviewed career options in line with their interests and skills, and learned how to find information pertinent to making a career decision.

Over 400 Dislocated Workers participated in this special continuing education course. Based on the pre and post assessment instruments used for evaluation, the scores indicated that after completion of the course, participants were more confident of their abilities to make career decisions, were able to identify new career options, and were better equipped to plan a career path to accomplish this career goal. For many participants, this was the first time they had taken an active role in their own career planning.

The primary goal of the Dislocated Workers Education Training Program was to enhance the employability of project participants. The continuing education course, "Job Search Skills," was developed to offer the unemployed student a new and innovative approach to organizing a successful job search. For many of the 250 participants,this was the first time they began an active organized job search process. Writing a

precise resume, polishing interviewing skills, identifying successful job-hunting methods, responding to want-ads and other notices and building self-esteem were among the areas covered.

Finally, a third continuing education course was specifically developed for those who needed revitalization of their basic skills. Since participants in the Dislocated Worker Program had been removed from any formal educational experience for several years, the "Academic Skills Development" course was designed to provide academic upgrading in math and communication areas.

Evaluation results indicated that the nearly 200 participants in this course expressed a greater confidence in their basic skills after completion of the course. Also, a large percentage of these participants indicated that they planned to continue their education both through continuing education and through credit programs.

With the changing needs of the economy and its effect on the workforce, educational institutions are faced with a new role in the retraining and re-education of the American worker. Through the foresight and cooperation of the Community College of Allegheny College and the Allegheny County Commissioners, the Dislocated Worker Educational Training Program might well serve as a model for other educational programs designed to help the displaced worker. Through a unique blend of continuing education and credit courses, CCAS has attempted to provide a balanced educational approach to the specific problems of the unemployed returning adult student.

Continuing education is an excellent vehicle for providing practical skills in a positive, non-threatening environment. The unemployed student returning to a formal academic setting after several years has many adjustments to make. Continuing education courses can provide the opportunity for them to gain self-confidence, build up basic skills and acquire important information. It is important that educational institutions recognize these returning adult students and establish programs to meet their needs. The Dislocated Worker Educational Training Program, with its specially designed continuing education courses, has taken a major step in this direction.

Adult Basic Education in Leningrad

by
Susan Sparks Schuehler

Dean Schuehler, Division of Continuing Studies Moravian College, was able to interview the head of Leningrad city department of evening high schools, and to augment her observations through information gained from Dr. Lloyd Davis, director of the Adult Education Association 1982 delegation to Russia and China. While claims of achievement in eliminating adult illiteracy and high school drop outs are inconsistent, there is nevertheless significance in considering how a Communist nation evaluates its mission in providing learning opportunities for adults.

We are poor and uneducated. But that does not matter so long as our people realize that they must learn, and so long as they are willing to learn...This knowledge an desire exist. And so we definitely shall start learning, and shall certainly learn something. (Vladimir Lenin-1922.)

This quotation introduces From Literacy Classes to Higher Education (V. Yesakov and A. Nenarokov, From Literacy Classes to Higher Education, (Novosti Press Agency Publishing House, Moscow, U.S.S.R., 1982).) a book given to me on a recent trip to Leningrad; describing the mammoth literacy campaign launched after the 1917 revolution. A special department of adult education was organized within the People's Commissariat for Public Education. The book describes special centers called Likbezes (after the Russian slogan LIKuidiruyem BEZgramatnost, "Let's Eliminate Illiteracy"). Centers were opened in the larger cities, and small booklets on teaching illiterate adults were published.

Incentives were introduced to attract participation. For instance, at industrial enterprises, on cooperative farms, and in Soviet institutions, those who studied had their working day reduced by two hours while receiving full pay. In some areas, peasants were given priority in having their grain milled. In one part of Russia, the Likbezes were allotted plots of land and the income was left to their disposal (Yesakov and Nenarokov, 1982).

On December 26, 1919, Lenin's decree, "On the Elimination of Illiteracy Among the Population of the Russian Federation," was published, mandating that the entire population of the republic, ages eight to 50, learn to read and write in their native language or in Russian. In the 20 years between 1921 and 1940, approximately 60 million people were taught to read (Yesakov and Nenarokov, 1982).

The book concludes: "...since the end of the 1950's all censuses have testified to the all-out literacy of the population." Within the lifetime of a single generation, the Soviet land liberated itself completely and forever from the onerous burden of illiteracy.

If illiteracy were eliminated in the 50's, I wondered, then why are there 74 adult evening schools in Leningrad today? My chance to ask some questions developed through discussions with the Intourist guide attached to our college tour group. Arrangements were made for an interview with the director of the adult education program for the city of Leningrad.

The Intourist guide escorted me to the government building housing the education department. I felt very much at home. It sounded and looked like an education building the minute we stepped in the door--a three-story building from the thirties with wooden floors, bulletin boards, people walking around carrying folders, the tapping of a few typewriters, and on each floor small offices off long, wide hall's with stairwells at either end of the building.

We entered a sunny office on the top floor furnished with a wooden desk, a small conference table, half a dozen wooden chairs and several filing cabinets. A heavy-set woman rose from behind the desk

and was introduced to me as head of the city department of evening high schools. Two other women were also present in the room, an evening school instructor, and an official translator. The interview lasted just over an hour. My questions were translated into Russian, and the responses translated into English. Everyone was very friendly, interested, and apparently willing to respond.

"Leningrad contains 600 different schools. Seventy-four of these are adult evening schools. In addition, correspondence education is also available. Nearly 50,000 adult students are attending some form of schooling. All people work; therefore, no one is free during the daytime, so all adult education takes place at night. The students are workers in industrial enterprises, so most of the adult schools have their own buildings located in the area of an industry." This constituted the essential explanation.

"What are the ages of the students?" I asked. I was told, "Five years ago the average ages of the students was around 25. Nearly 45% of the current students are over 35."

Further explanation indicated that adult education really blossomed after World War II. The students at that time were participants in the war. In the early years of adult education, the level of study was quite limited. Now the major portion of adult education is the ninth grade level and above. The high school education is structured into a three-year sequence ending with twelfth grade. Upon completion, students receive a certificate, and may then enter any college or institution. About 25 or 30% apply to college or continue their learning by correspondence.

Official 1981 U.S.S.R. statistics, published by the Central Statistical Board (1982), support this growth. (Central Statistical Board of the U.S.S. R., The U.S.S.R. in Figures for 1981, Moscow, U.S.S.R., 1982.) At specialized secondary establishments throughout the country, adults studying through evening courses grew from 32,000 in 1941 to 478,000 during the 1981-82 academic year. Correspondence study in secondary education increased sevenfold between 1941 and 1981, culminating in 1,210,000 students during the 1981-82 academic year. Higher education

experienced a similar growth of adult participation. In 1941, 27,000 adults attended evening courses and 227,000 studied through correspondence courses. By 1981, 648,000 adults attended evening classes and 1,625,000 were participating through correspondence courses.

In Leningrad, the 2,700 teachers in evening schools are required to go through refresher courses every five years. They can specialize in "night education," which stresses adulthood and the psychology of the adult student.

In response to my question about the greatest barriers to participation of adults, I was told that time and the balancing of work and study were the most difficult obstacles. To help overcome these, they arranged a more flexible system. Students formerly attended class four evenings per week; now they attend one evening per week and accomplish the balance through correspondence study. They are also given eight hours of time off with pay on the day of their class for study preparation.

Another indicated incentive was bonus vacation days. When students are in their last year of study for the diploma, they receive twenty vacation days to prepare for the examination. Those preparing for the eighth grade level examination receive eight days of paid study time. This incentive system results in a high number of graduates. In 1981, 500 adult citizens completed their eighth grade examination, and 14,[illegible]0 completed high school.

People are made aware of adult educational opportunities. "In the summer," I was told, "we hold a few days of explanation called 'open door' days. Anyone may come in and talk to the teachers. The local mass media also tell of the schools."

Relative to the future of adult basic education, I was told that the number of these schools is decreasing each year; because the number of adults who do not have a high school diploma is decreasing. I though of our own situation where high school dropouts almost equal G.E.D. recipients, keeping the need stable. My question concerning high school dropouts was answered vehemently; all people are required to

finish high school. The only individuals who do not finish have some illness or become pregnant. Over 99% of the seniors graduate each year from the day schools. However, out of a 4.7 million city population there are 30,000 under 30 years of age who have not graduated from high school. Some are new to Leningrad, coming in from the country. "In the future (for the adult basic education program to survive) the very elderly adults will have to be attracted into the program."

The 1982 Adult Education Association (AEA) delegation to the U.S.S.R. received similar responses to their queries on adult education. According to Dr. Lloyd Davis, they were told that there is no adult illiteracy except for the older people, and that they don't have high school dropouts because they diract the parents to provide the discipline needed to keep children in school! When the group asked about dropouts because of pregnancy, they were told that teenage pregancy is not permitted! We did not question these apparent contradictions.

The interview lasted a little over an hour. All of my prepared questions had been answered. How could I evaluate the validity of the answers? I had been provided with an "official view" of the adult basic education situation. I realized I could ask for no more. We exchanged publications, and I left several copies of AEA's Lifelong Learning. They presented me with a four-color book on Leningrad. In so doing, perhaps, we each gained some understanding of our diverse approaches to and contrasting problems of adult literacy.

Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania

by
Judith L. Cope

Dr. Cope is Director of the Adult Education Center, School of Continuing Education, Indiana University of Pennsylvania. She has made an extensive study, funded by the Pennsylvania Department of Education, of the rationale for certifying ABE teachers in Pennsylvania. The following is excerpted from that study.

It has become increasingly apparent that there is general dissatisfaction with the present teacher certification practice in the field of education, dissatisfaction that has been in existence since teacher certification was established in 1825. The first non-standard written examination was administered for the purpose of establishing the literacy of teacher applicants. Ironically, now adult literacy teachers are considering certification. As curricula have become more complex and new subjects have been introduced, discontent with certification has become more widespread.

States have usually assumed that a college program that certifies teachers includes general and professional education, a certain number of courses in a specific discipline, and practice teaching to produce a competent classroom teacher. However, the literature indicates that there is "no empirical research" to support this view. (The Chronicle of Higher Education, March 3, 1984, p. 3.) Other college representatives, governmental officials, and critics of teacher education have also voiced their concern.

On April 26, 1983, the National Commission on Excellence reported that teacher preparation should be improved and teaching should be a more rewarding and respected profession. Also in 1983, Dr. Ernest L. Boyer, former Secretary of Education and president of the Carnegie Foundation for Advancement of Teaching, reported that the facts from the study make it clear that the teaching profession is in a crisis, credentialing is a mess, and teachers do not receive adequate recognition and reward. Donald M. Medley in a study published jointly by the Association of Teachers in Virginia and the University of Virginia, summed up the notion of the problem with teacher preparation by saying that "Teacher education faces a crisis of confidence today. Unless teacher educators can... begin immediately to transform teacher education programs into genuine professional programs, teacher education will cease to exist."

Medley further reported, in a study published jointly by the Association of Teachers in Virginia and the University of Virginia, that teacher preparation lacks a knowledge base, lacks measures of effectiveness, and is based on too little research. He indicated that as a result, written teacher examinations are unable to distinguish among the competent professionally trained teacher, the incompetent professionally trained teacher, and the untrained teacher. Also in 1982, the National Education Association suggested that teacher preparation programs should be based on research and scholarly judgment; should be correlated to classroom practice; and practitioners should be involved in the process of identifying teacher preparation curriculum.

There is no conclusive evidence as to whether or not certification would benefit the field of adult basic education. Careful examination of the literature reveals diverging opinions about ABE certification. Overall, the literature that supports certification emphasizes the professional benefits, while arguments against certification generally are critical of the effectiveness of the traditional credit-based certification system.

The recent Pennsylvania study of certification for adult education teachers included a comprehensive survey instrument which was mailed to 58 state directors of Adult Education and U.S. Territory state

directors, and 64 presidents of associations affiliated with the American Association of Adult and Continuing Education. The survey collected data about the reasons that states do or do not require ABE certification, the certification planning processes, and requirements of ABE certification. A total of 81 (65%) of the questionnaires were returned: 45 (76%) state directors and 36 (56%) affiliate presidents.

Seven (14%) of the fifty states require certification of ABE teachers: Arizona, Arkansas, Delaware, Georgia, Louisianna, Mississippi, and Missouri. The majority require credit-based certification. In addition, six governmental units offer but do not require varying forms of ABE teacher certification: Alabama, California, District of Columbia, Minnesota, New York City, and Rhode Island. The four most important reasons reported in rank order by the state directors and affiliate presidents of states that require ABE certification are:

1. Teachers need special skills to provide relevant educational opportunities for ABE students.

2. Adult students would benefit from professional teacher certification.

3. The quality of ABE teaching can be substantially improved through certification.

4. Certification will enhance the status of ABE practitioners.

Three most important reasons reported by State Directors and Affiliate Presidents for not requiring ABE certification were:

1. Certification would remove non-academically prepared but effective teachers from the market.

2. Certification is an unreasonable demand for part-time teachers.

3. Competency-based inservice training is offered as an alternative.

Pre-school and adult education are not within the rubric of compulsory education as mandated by the current public school code in Pennsylvania which sets parameters for certification requirements. (Pennsylvania Public School Code, Act 1949, as amended, P.O. 30)

PDE's Bureau of Certification supports ABE certification, if implemented outside the system for certifying teachers for work with compulsory school age students. There is no basis in the current law to support a certification requirement for others than those for whom a basic instructional subsidy is provided, Grades K-12. Perhaps a "certificate" of completion of a planned program should be considered, similar to what is now given by preparing institutions for persons who have met the requirements for areas in which there are no certification provisions, such as English as a second language (ESL) or computer literacy. A choice of term other than "certificate" would cause less confusion.

The two most important reasons stated for Pennsylvania not having ABE certification were: 1) Certification would remove non-academically prepared but effective teachers from the teaching market, and 2) There is no guarantee that a certified teacher is competent.

The Pennsylvania Association for Adult Continuing Education has not conducted studies related to certification, nor are any planned in the near future. Certification is not viewed by the association as important; however, the Board has discussed the issue of certification from time to time over the past few years. Overall, the association reported that certification would have a favorable effect on the quality of teaching, because it would provide more attention to andragogical principles, including psychology of adults, which will give educators the background needed to work more effectively with adults. Concerns raised were: How will volunteers, paraprofessionals, part-time and full-time personnel be considered regarding certification? Will each of these types of personnel be considered differently? Would a grandfather clause be considered for teachers who have taught for many years without certification?

PAACE board members reported that they felt that PDE and AAACE should provide the leadership to provide ABE certification.

The national association, AAACE, suggests that each state's Department of Education, legislature, and adult education professional association work together to plan certification for adult basic education. The relationship between the state Board of Education and state Department was emphasized, since the state Board sets and the state Department implements policy. It was stressed that the state adult education professional association take part in establishing professional standards for certifying ABE teachers, and that state associations collaborate with AAACE to develop standards.

The types of planning processes most often reported by the affiliate presidents were task force representations, testimony at public hearings, feasibility studies, and surveys. The Delphi process, sponsorship of public hearings, and representation on state advisory councils were mentioned. None of the affiliate presidents reported using the identification and validation of competencies in planning.

The findings and conclusions of the basic study lead to a number of implications for all levels of ABE, and provide some insight into the structure of teacher certification in general, as well as in ABE. It is apparent that the perception of state directors and affiliate presidents toward certification is consistent. However, their perception is not supported by the findings of this study. For example, the respondents believe that certification will provide special skills relevant to ABE students, benefit adult students, and substantially improve the quality of teaching. The literature does not support these beliefs.

It is evident that there is need for an operational and/or organizational model for ABE. This model should describe the roles of those involved in ABE, such as volunteers, paraprofessionals, and part-time and full-time teachers as well as part-time and full-time administrators. In order to meet the educational needs of all of these individuals several different delivery systems for certification should be considered. For example, outreach or extension workshops could be conducted for volunteers, paraprofessionals, and part-time personnel, while the full-time professionals might attend credit-based undergraduate and/or graduate programs.

There is need for a knowledge base for ABE. Standards are needed if APE educators are going to be able to prepare competent practitioners for the teaching profession and to guarantee that the graduates are competent.

The findings of the study indicated that there are a number of studies available on teacher competencies that ABE teachers should possess. These studies have resulted in the development of clearly outlined lists of knowledge, skills, and attitudes. Further research is needed to operationalize these competencies for instructional use. At this time, the literature does not fully support the establishment of a certification system based on competencies. On the other hand, neither does the literature discourage such development. Literature has also indicated that there are two key elements to effective teaching: the teacher's ability to interact with student in the affective domain, and the teacher's ability to use the instructional mode of individualized instruction. Further research is needed in both of these areas.

Although the major purpose of the study was to determine the feasibility of requiring and delivering certification to ABE teachers in Pennsylvania, it is evident that a series of preliminary requirements must be met before a certification program can be established. Based on the insights gained from this study, it is strongly recommended that the field of adult basic education be defined, that certification be defined, that a philosophy be determined, that a clear-cut purpose be formulated, that instruments be developed to measure teacher performance (or effectiveness), and that there be a significant research study to ascertain the appropriate credentialing or certification system for the field. In the final analysis, ABE remains a limited practice in search of a theory.

CLEP
An Indicator of Academic Achievement

by
Renee Smith Clark

Ms. Clark is Director, Supportive Services, at Boyce Campus Community College of Allegheny County, and is responsible for administering CLEP tests at the campus. Not all institutions have been willing to recognize CLEP. Perhaps some have considered it a questionable shortcut to a degree rather then as an incentive towards continuing study by adult learners. The experience at Boyce Campus indicates that there is a valid role for the program.

During 1982, 31 adult students attending Boyce Campus of the Community College of Allegheny County, took CLEP (College-Level Examination Program) tests in 5 general areas: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences. These students were awarded a total of 345 college credits toward their academic programs.

CLEP is a national program of credit-by-examination offering adults the opportunity to obtain college credit for knowledge acquired through nontraditional means: personal reading, on-the-job experience, correspondence courses and adult education programs. According to the Educational Testing Service, adults who take CLEP tests and return to institutions of higher education do well in subsequent courses, have a low withdrawal rate from college, are high achievers and graduate in high proportions. The Community College of Allegheny County awards credit for CLEP in the belief that an adult student who successfully masters the exams and receives advanced credit is more likely to complete an academic program of study successfully.

This analysis tracks the 31 adults who received CLEP credits through Boyce Campus in 1982. It seeks to show a pattern of academic achievement as measured by cumulative grade point averages (G.P.A.). Age, enrollment data, retention, and attrition percentages are examined.

The G.P.A. of all courses completed through the Fall semester, 1983, formed the basis for determining academic success. The Dean's List, requires a cumulative G.P.A. of 3.20 on a 4.00 scale. CLEP credits do not affect the G.P.A. because points are not assigned to the credits awarded. Twenty students (65%) had cumulative G.P.A.s of 3.20 or higher; the average was 3.73. Twenty-eight (90%) had cumulative G.P.A.s of 3.00 or higher; the average was 3.45. Eleven (31%) had cumulative G.P.A.s of 2.90 which qualifies for 'good standing' academic status. The average cumulative G.P.A. for the group was 3.45.

Many adults interested in CLEP tests are overly concerned about the length of time between high school and college and believe they are "too old" to remember what they had previously learned. In 1982, the time of the award, the group members had an average age of 38. Thirteen adults were 39 or older; of these, the average age was age 47.

Enrollment data extracted from registration information showed 20 adults (64%) used CLEP as a springboard to begin a college program during the 1981-82 academic year. The remaining 11 adults (36%) had previous college credits earned between 1968 and 1980. These students had been enrolled at various times over this 12 year period.

Spring semester, 1984, registration data revealed that 14 (45%) of the 31 adults had registered for credit courses at Boyce Campus, and enrolled for a total of 99 credits that semester. Nine adults (29%) had graduated between June, 1983, and December, 1983, receiving the Associate of Arts or Science degree. The average cumulative G.P.A. of those graduates was 3.27. Students whose academic achievement has earned them a cumulative G.P.A. of 3.20 to 3.49 are graduated from the College with "Honors" status.

These registration and graduation figures reflect a retention rate of 74%, based on the 23 adults continuing study and having graduated within the 1982-83 academic year. A 26% attrition rate is reflected by the eight adults who did not register for the Spring, 1984, semester and did not graduate during the 1982-83 academic year.

Those adults who successfully completed CLEP exams and gained college credit at Boyce Campus during 1982 showed a consistently high G.P.A. overall. These students tended to remain at the institution, working toward the completion of their academic studies. Those who complete their degree programs tend to do so while continuing to maintain high G.P.A.s.

A low withdrawal rate is reflected in the retention rate of 74%. The overall retention rate at Boyce Campus is approximately 70%, as calculated for the 1982-83 academic year.

Age can be viewed as an asset to those competing for CLEP credits. Data showed adults experiencing a delay in college attendance do well academically. The study reflects the trend of the "returning adult student" who uses programs such as CLEP to save money and time. Additional research may be indicated in the areas of age and general ability factors, correlations and rank by CLEP scores.

CLEP has worked well for those adults utilizing it as a source for advanced credit at the Community College of Allegheny County, Boyce Campus. The 31 students of this study show CLEP to be an indicator of academic achievement. The data supports research completed by the Educational Testing Service on student retention and high achievement among adult CLEP awardees at postsecondary institutions.

POTPOURRI

items briefly noted
but significant to all
in the world of
adult continuing education...

Defining Literacy

by
Linda Brodkey

Dr. Brodkey heads The Program on Adult Literacy at the University of Pennsylvania, a project sponsored by the Graduate School of Education. She admits that definitions do exist and may be found in the standard texts. But the real definitions are elusive, and should emerge from the objectives and experiences of learners and practitioners.

Now that literacy has achieved recognition as a public issue of national as well as local prominence, those who work in and on behalf of Adult Literacy Programs are likely to find it more necessary than ever to think about what literacy means to those seeking it and to those teaching it. While definition is always frought with problems, a working definition is necessary, if for no better reason than explaining to ourselves and others what we are doing when we meet our students.

As everyone who works with literacy programs knows, most programs distinguish between conventional and functional literacy, a distinction made by Carmen St. John Hunter and David Harman in their widely known study, Adult Illiteracy in the United States: A Report to the Ford Foundation (New York: McGraw-Hill Book Company, 1979). Conventional definitions represent literacy in terms of skills and their relationship to a society which sees, for a variety of reasons, a need for a literate population. Many GED programs, particularly those organized under the auspices of public education, approach literacy with a definition similar to or consonant with conventional literacy. Functional definitions see literacy from the perspective of the user, that is, in terms of what the individual needs in order to function in a literate

society. Important to remember is that while these definitions are not contradictory, neither are they complementary. They represent different constellations of interests, and often amount to programs devoted to very different concerns as well as to varied clients.

Nowhere are these differences more evident than in the evaluation of students and programs. And, for all practical purposes, evaluation procedures are the most critical definitions of literacy we know. The success or failure of a GED program can be tabulated by looking at the number of people who pass the GED exam, and comparing that number with the number of students who took it and failed, and with the number of people who prepared for it but did not take it. Given the basis on which GED programs operate, there are ways to assess student and program success. Present practices may not, in fact, be the fairest or even the most accurate way of evaluating the program itself or its students and teachers. But it is possible to do so and in ways that everyone can understand. The criteria for evaluating students and programs in functional literacy are not only more complex (since the programs are responsive to students' assessment of literacy needs and those needs often emerge in the course of instruction), but actual criteria for evaluating either student "progress" or program "success" simply do not exist. However, the need to report to funding sources is not obviated simply because the criteria have not been established. Like most educational endeavors, functional literacy programs rely on public and private funds. Directors, then, must make a case for their students and teachers which funding agencies can initially understand, and then use as a basis for allocation of funds.

To my knowledge, the present practice is for functional literacy programs to test their students for more or less conventional literacy skills. While there is no particular reason to believe that students who study in functional literacy programs are not also learning some of the skills associated with conventional literacy, neither are they self-consciously involved in doing so. Simply put, such a test would be seen by students and staff alike as "beside the point." If I were to take a course on using a word processor, I would rightfully judge the success of the course in terms of my capacity on its completion to <u>use</u> effectively a word processor, and not on my ability to take a test <u>about</u> writing on a word processor.

Functional literacy, if it is to accrue full value as a definition, must begin to take into account what those adults who come to the various literacy programs and their teachers mean by literacy. For those adults who wish to help their children with homework, for instance, a word recognition test speaks not to their concerns or to the program's, and perhaps not even to those of funding agencies. Moreover, such a test may accidentally be teaching a "theory" of reading which adults might very well adopt as their own, and provide their basis for teaching their children. Surely none of us wishes to reduce reading improvement to the primary use of flashcards.

A textbook definition of functional literacy, no matter how well-intentioned, never suffices, either in its ability to guide curriculum and instruction or as a basis for evaluating student progress and program success. The grounds for evaluation need to arise from the adults who study in these programs: that is, from the same people who have all along been suggesting the appropriate materials for learning literacy -- students and their teachers. Adult learners and their teachers must collaborate in establishing the criteria by which programs can be evaluated and individual and group progress assessed. While the ultimate test of functional literacy is its value for the society which advocates full literacy, day to day testing belongs to the people most concerned: agencies, programs, students, and teachers. Those who seek literacy, pin their hopes and desires for a better life on it; they are of course already defining literacy in their day to day experiences. Still, if the experience of the people involved is to take on permanent rather than transient meaning, then conversations about literacy need to be recorded, contemplated, and analyzed as the means for defining what literacy is and what literacy can do for the people who join literacy programs as learners, teachers, directors, and funders. The more everyone concerned about literacy can learn from each other, the more able each will become to explain the means of assessing literacy itself.

Theory and Practice
Adult Education

by
Gordon Clay Godbey

Professor Godbey (Pennsylvania State University) has a paper elsewhere in this Journal. He also tries his hand at definition: the rationale of adult education. As with Prof. Brodkey in her article on defining literacy, he is less definitive then he is descriptive.

In his recent book THE DISCOVERIES, Daniel J. Boorstin asks why people were so slow to discover that the earth goes around the sun, or why we did not realize that plants and animals can reasonably be classified by species, or why the Chinese didn't discover America. One part of the answer, or perhaps the answer at one level complexity, is that no one conceptualized an attractive theory on the matter. The same condition could be said about the development of aviation, wireless broadcasting, and immunization against many diseases which formerly claimed so many lives.

The many-sided enterprise called adult education is probably more complex than aviation, but perhaps no more so than the theories of socio-economic class structures. This latter concept seems to have originated in theories initiated by a physician to King Louis XV of France, about the mid-Eighteenth Century. Francois Quesnay had begun thinking about "political economy," and in 1758 published TABLEAU ECONOMIQUE which theorized about social forces as Sir Isaac Newton had about physics.

At any time when grand, abstruse thinking is going on, there

are people working at all levels. Most of them do their tasks without reflecting on what lies before and beyond, what accounts for current conditions -- why things are as they are. The man at the plow usually wanted to hear nothing of theories of plant nutrition, soil chemistry, or pathologies of animals. The woman in the home seldom sought theoretical discussion of child development, family and community organization, or education.

Although a cliche, there is truth in the comment that "it's lonely at the top," in this case, the top of the pyramid on intellectual activity. And theoretical development is largely of that nature. Not only is it lonely for the theorist, it can be financially counter-productive and even dangerous to health or life itself. Galilei Galileo in the early Seventeenth Century escaped death at the hands of the Roman Church only by recanting his theories. Others did not recant, and died.

Adult education in toto is still revolving the sun of theory around the world of practice. The theories that do exist are not generally known to, or rigorously examined by, the vast majority of practitioners. This is reported not to accuse or blame. It is probably something we can do relatively little about, beyond what we currently do. And that may not be all bad.

There are some desirable outcomes from many aspects of human behavior which are routine, predictable, and done without constant speculation about the tantalizing "why?". But if there were nothing else, we would be frozen into an unchanging dullness, denied the visions and rewards of the future, living in a sort of Brigadoon of Germelshausen, never to return to the world with all its changes.

Adult education invites action, change, and excursions into the unknown. Adult educators, as they make safaris into exciting, strange worlds, must be capable of living with ambiguity, even as they go into terra incognita. To prepare for these excursions we must construct, test, revise, and adopt theories to explain our origins, our sources and resources, and our goals.

Computerphobia
The New Adult Disease

by
David L. Kantner

Each social scientific, or technological development brings with it new words. The computer accounts for a whole new vocabulary. Now, in response, we emerge with the work computerphobia, a disease all too common, and from which adult educators have hardly developed immunity.

"change (must) be accepted ... when it can no longer be resisted." (Victoria Regina (c. 1895).)

Alvin Toffler (Alvin Toffler, Future Shock (New York: Bantam Books, 1971)), describes the history of civilization as characterized by three major eras, or waves. The first wave was agricultural, then followed by the Industrial age. We are rapidly moving into an era in which information is power, or the Computer age.

Deborah Mayhew (Deborah Mayhew, "Tomorrow's Technology - An Owners Manual." Graduate Women, (November/December, 1982), Vol. 76, No. 6, pg. 14-16.) suggests that one significant difference between the agricultural and industrial ages and the present informational age is the rate of advancement. Thirty years ago, computers were large and costly with relatively small memory banks. Technological advancements resulting from competition among computer companies has produced smaller, less costly components with memory systems that serve a useful purpose to all segments of society.

The most recent trend, and one with the potential to reach

millions of people, is the personal or home computer, which allows for accessibility to such things as transportation schedules, weather information, crop and livestock reports, and stock and bond information. It is hard to imagine an aspect of life that soon will not include computers.

A recently published report, "Extension in the '80s," ("Extension in the '80s." A Report of the Joint U.S.D.A. - NASULGC Extension Study Committee, University of Wisconsin, Madison, Wisconsin, May, 1983.) pointed out that, by best estimate, by 1990, all large farms and three-fourths of all middle-sized farms will utilize computers or programmable calculators in making management decisions. Many farm operations will be computerized, and systems will be handled by electronic controls.

Unfortunately, many Extension agents and Agriculture teachers, as those in other phases of society, are afraid of computers. Computerphobia, inexplicable and illogical fear of the computer, is but one branch of a large technophobia in our society, occurring as a result of technological growth and development.

Timothy Jay (Timothy B. Jay, "Computerphobia: What to do About It," Educational Technology, January, 1981. pg. 47-48] suggests that the causes of computerphobia must be tracked back to simple beginnings such as:

-failure to keep up with readings in popular an professional literature about technological advances;

-failure of an institution to take an employee's job into consideration when planning to use new technology;

-the purchase of equipment without planning for its use, assessing attitudes, evaluating job changes, or finding out how computer technology will affect a particular individual or operation;

-failure of institutions to provide incentives to keep up with changing technology.

Professor Jay recommends that the cure for this problem must come from sources within the phobic and from the support of the system in which the individual works. "Basically, the cure must result in a change in attitude and behavior of the phobic," including such remedies as: individuals, on their own, conducting a personal education course, in computer technology; or institutions promoting computer literacy with both learners and instructors.

Two years ago, I was first introduced to computer technology while serving as a regional assistant Extension director. Naturally, I was apprehensive about getting involved in an area I felt belonged to experts. However, I did not experience "computerphobia," primarily because of my complete involvement with other members of the regional staff and with computer sales personnel.

Throughout the six-month period prior to purchasing a computer for the regional office, the professional staff and secretary were involved in every step of the decision making process. We researched the availability of hardware and software, arranged for demonstrations of various equipment, and shared manufacturers' information concerning makes and models. During this period, in addition to finding out what equipment would best suit our needs, we were learning computer uses and language, therefore, eliminating factors that cause computerphobia. The ultimate purchase was based entirely on group input. Today, the regional agents and secretary are effectively using the computer to carry-out their duties.

In another section of the state, a regional Extension farm management agent who previously had no experience with computers recently embarked on a self-study program. He notes,

> A year ago, I was asked - how soon will ordinary farmers be using computers? My answer was rather vague. I really didn't see anything that would make them adaptable to the average Pennsylvania farm or farmer. There were some agricultural programs available, but most meant that the farmer-user would have to adapt his use to the existing software. In addition, it appeared that each use would require a separate program, which

meant a considerable sum of money. Also, they were too complicated.

In the last six months, I've had to change my mind thanks to the persistence of a young co-worker. Suddenly, even an old dog like myself found that I didn't have to go back to school to use a computer. Through self-study and encouragement by other staff members, I now can write programs and relate this information to my clientele.

Few will escape the implications or effects of technology. The young will adapt easily; the adult learner, while more prone to computerphobia, can be assisted in overcoming his fears. No adult educator can ignore the changes that technology is bringing to all phases of society; no adult learner can afford to hide behind the assumption that he is free from the need to understand and to use ever-changing technology.

The Adult External Degree Program

by
Jacquie Douglass and Mary C. Crawford

A range of external degree programs cover the eastern states, and Pennsylvania finds itself in the forefront of pioneering efforts. Professors Douglass and Crawford (Temple University) point out the advantages to those who use these alternatives to campus study.

The Adult External Degree Program (AEDP) is a relatively new phenomenon in the annals of higher education in the United States. However, the rapid increase in the establishment of such programs since the early 1960s attests to the interest they have aroused in a segment of the population which finds itself unwilling or unable to avail itself of the traditional residential college degree program.

External degree programs are as diverse in character as the colleges and universities which sponsor them. For example, requirements for admission vary from a high school diploma or a G.E.D. to fifty college credits. Similarly, requirements for completion of the degree (A.A., B.A., M.A., Ph.D.) may include credit for prior learning garnered through life or work experience, CLEP tests, credits transferred from previous college work, as well as independent study and regular college courses. Majors are often individually designed to reflect the student's special needs. In fact, the Guide to External Degree Programs in the United States (The American Council on Education and Macmillan Publishing Company) lists 103 different areas of study, including Historic Preservation, Security/Safety Technology, Translator Training, and Family and Local History Studies, majors not usually found in traditional programs.

Fears about the value of AEDP degrees have been allayed, for the most part, by the results of research conducted by Laure Sharp and Carol Sosdian (The Journal of Higher Education, 1979). Sharp and Sosdian concluded that the great majority of AEDP graduates pursue degrees for reasons of personal satisfaction, and a correspondingly large number of them realize those goals in the increased sense of status and prestige they perceive to be accorded them by their employers and co-workers. In addition, a significant percentage (46%) who had held clerical occupations prior to their study reported that they were able to secure professional/technical positions after completing the degree. The AEDP degree proved most valuable to women, 20% of whom moved into administrative positions upon completion of the degree. In addition, two-thirds of all graduates surveyed reported a promotion or pay increase as a result of the degree.

The AEDP also proved valuable to those who desired to pursue further education. Twenty-nine percent of the bachelors graduates went on to further study, a higher percentage than that associated with graduates of traditional programs. Furthermore, almost all AEDP graduates who sought admission to higher degree programs were admitted.

Sharp and Sosdian's research on external degree programs has important implications for the future. There are significant numbers of likely candidates who need and want the scheduling flexibility, the freedom from regular classroom attendance, and the opportunity to gain credit for prior college learning that the AEDP provides. As women return to the work force in ever greater numbers, as the need to re-train workers from outmoded industries accelerates, and as the nation makes the transition to a high-tech information society, the AEDP offers a viable alternative to the traditional degree program.

The Year in Perspective

by
Barbara E. Hanniford

Ms. Hanniford (Planning Studies for Continuing Education, Penn State University) serves as both Chairman of the Publications Committee and Editor of the Newsletter for PAACE. She has selected items from the Newsletter that provide some perspective for the organization through 1983-84.

-PAACE hosted the very successful National Adult Education Conference in Philadelphia last fall. Participants gave the conference high ratings on the quality of the programs, facilities, and operations. The event also proved to be a financial success, clearing almost $100,000 profit.

-Although PAACE's own Mid-Winter Conference was shortened for 1984, it still attracted more than 400 participants, indicating that Pennsylvania's adult and continuing educators look forward to the opportunity to get together, exchange ideas, and hear about their colleagues' work.

-On the national scene, the federal government launched a nationwide initiative to promote functional literacy for the entire adult population. Corresponding efforts have been taking place within Pennsylvania. The Mayor's Commission on Literacy in Philadelphia has been in action throughout the past year, and more recently adult educators in the Pittsburgh area have cooperated to plan a literacy campaign for Allegheny County. The Tutors of Literacy in the Com-

monwealth (TLC), a special interest section of PAACE, has continued to provide a strong network for literacy personnel in Pennsylvania.

-PAACE members worked harder than ever this year to gain state funding for adult education. The efforts met with encouraging initial success, when a $1 million appropriation was included in the Governor's budget. However, this line item was not included in the final budget passed by the legisature. Efforts to gain funding will intensify throughout the upcoming year.

-PAACE has continued to reach out to adult educators in a wide variety of settings. Three new special interest sections--Adult Vocational Educators, College Teachers of Reading, and GED Alumni--were formed during the past year. Other "firsts" included producing our cookbook (copies are still available), developing a comprehensive mailing list, initiating a new membership application and renewal system, and publishing this, our first journal.

-PAACE members noted with sadness the deaths of two longtime, active supporters of our organization. Ethel Matthews and Alfred "Pete" Holt continue to be remembered for their many contributions to adult education in Pennsylvania.

-PAACE presented its Outstanding Adult Educator award to Mary Yardumian, a volunteer with the Greater Pittsburgh Literacy Council. A national award went to Edie Gordon, director of the Centre County Development Center for Adults, who was named the Outstanding ABE Administrator of the Year by the Commission on Adult Basic Education.

Publication Guidelines

Members of the PAACE are invited to submit manuscripts for the 1985 Journal.

Articles should be brief (preferably 1,000 - 1,500 words).

Subject matter may appeal to a special interest group of the PAACE or to the membership as a whole.

Book reviews and items of broad interest and major significance may also be submitted.

Manuscripts must be typed on 8 1/2 x 11 paper, with a left-hand margin of at least 1 1/2". Double space. Submit two copies. For the return of manuscripts, include a self-addressed, stamped envelope.

The editor reserves the right to shorten articles, and to make editorial changes that do not affect the substance, intent, or integrity of a paper.

Do not submit materials which are being sent simultaneously to another publication or which are being considered by another publication. The Board will assume its right to publish any materials submitted for consideration.

Style should be generally informal, and charts, diagrams, and other materials needing special print should be used sparingly.

For consideration for the 1985 issue, manuscripts must reach the editor no later than June 1, 1985. Address all copy to:

Robert J. Nossen
48 Woodlawn Rd.
Jeannette, PA 15644